



Anti-Bullying Policy

(To be read in conjunction with the school's Behaviour Policy, Values Statement and Child Protection Policy.)

(Drawn up with reference to the document 'Valuing All God's Children – the National Society (May 2014))

"Staverton is a nurturing community that inspires a love of learning and supports children to be the best they can be. Children become confident individuals through experiencing and celebrating successes. We prepare our pupils for life beyond our doors, instilling in them strong Christian values to guide them."

School Ethos Statement

'Start children off on the way they should go, and even when they are old they will not turn from it.'

Proverbs 22:6

Rationale

Everyone at Staverton CE Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Staverton CE Primary School.

Definitions of Bullying

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying." (Torfaen definition 2008)

Bullying is:

- Deliberately hurtful or threatening behaviour.
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.
- It involves dominance of one pupil by another, or group of others

Bullying can be:

- Emotional: when a person is deliberately or excludes another person by being overtly nasty or unkind. An example of emotional bullying is encouraging people not to play with somebody or making fun of somebody. Other examples are tormenting (e.g. hiding books, threatening gestures) and ridicule.
- Physical: a deliberate physical act which results in injury or hurt feelings. Examples include punching, slapping or kicking or any use of violence or threatened violence.
- Psychological: This is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.

Bullying can also be:

- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on, the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Religious: related to religious beliefs and practices

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- Cultural: related to cultural beliefs and practices
- Cyber: all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

The school works hard to ensure that all pupils and parents know the difference between bullying and simply “falling out”.

Actions to Tackle Bullying

Staverton CE Primary School is a ‘telling’ school. Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

When dealing with suspected incidents of bullying staff will be guided by the following principles:

1. Never ignore suspected bullying.
2. Do not make premature assumptions. Listen to both sides of the story.
3. Listen carefully to all people– more than one child with the same version does not mean they are telling the truth.
4. Use a logical approach that moves pupils forward and focuses on making things right.
5. Follow up the issue to check bullying has not reoccurred.
6. Record information in detail outlining any incidents and conversations

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher or other adult member of staff. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Peer mentoring, possibly with pupils who already hold a position of responsibility, such as Ambassadors, School Council members or Big Friends, can also be beneficial.

All reported incidents of bullying will be investigated and taken seriously by staff members. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. These will be recorded in the Bullying Incident Book. If bullying includes racist abuse then it should be reported to the Headteacher to be recorded in the Racial Incident Book. If bullying is homophobic it should be recorded as such in the Homophobic Incident Book and reported to the governors at the next local governing body meeting.

In the majority of cases bullying behaviour will be dealt with according to the strategies set out in the Behaviour Policy. This will involve working and talking with the perpetrator to help them understand which rights have been denied and the impact of their behaviour, and to help them to make correct choices to prevent any occurrence of the behaviours causing concern.

Sanctions for perpetrating bullying behaviour may include:

1. Verbal reprimand by the Headteacher.
2. Discussions with parents/carers where appropriate.
3. Withdrawal of children from activities at the School.
4. Loss or reduced breaktimes for a period.
5. Fixed period of exclusion from school
6. Permanent exclusion from the school may be used depending on the severity of the incident.

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The parents of perpetrators and their victims will be informed of an incident, where appropriate, and the action that has taken place and asked to support strategies proposed to tackle the problem. The effect of such strategies will be monitored. The perpetrator will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

Whilst there is little history of bullying at Staverton CE Primary School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue.

Prevention is better than cure so at Staverton CE Primary School we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Equality Duty. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Safeguarding Children

Staverton CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Staverton CE Primary School's Child Protection Policy.

Signed _____